

# Marnel C. Moorman K-8 School Comprehensive School Improvement Plan 2019-2020

## 1: Proficiency Goal

**Goal 1:** Students will advance based on mastery of Reading and Math competencies, *and* Reading and Math Proficiency will be in top quartile according to state accountability measures.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.

[MCMS 30 - 60 - 90 Day Plan](#)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> The percentage of students scoring proficient or distinguished in <b>Reading</b> will be at or above 60%	<b>Curriculum (KCWP 1)</b> Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity.	<b>Principal, AP and Personalized Learning Coach</b> will monitor the <i>alignment</i> between ELA standards, learning targets, and assessment measures.	Observations and data team discussions will show alignment.	Weekly	Title IV
		<b>Personalized Learning Coach</b> will lead teachers in purposeful planning using the SCPS ELA curriculum.	Personalized Learning Coach's documentation of purposeful planning coaching (calendar, data teams, etc)	Weekly	Title IV
		<b>Principal and AP</b> will ensure classroom instruction aligned to the SCPS curriculum through monitoring principal actions.	Teachers' instructional units will show alignment between standards,	Weekly	-0-

			assessment measures, and learning targets.		
	<b>Literacy Plan (KCWP 2,3)</b> Literacy learning is monitored before, during, and after instruction	<b>Principal and APs</b> will conduct walkthroughs to provide feedback to teachers in the implementation of the components of the Literacy Plan.	Teachers will use best practices in reading instruction and assessment to increase reading proficiency.	Weekly	-0-
		<b>Personalized Learning Coach</b> will provide embedded professional learning to teachers based upon data collected in walk-throughs.	All teachers will receive personalized professional learning based upon needs.	As Needed	Title IV
	<b>Workshop (KCWP 2)</b> Workshop is the instructional delivery model in all literacy classrooms.	<b>Personalized Learning Coach</b> will provide coaching in ELA classrooms and grade-level teams based upon individual teacher and student needs.	<b>Personalized Learning Coach's</b> schedules will reflect time and focus with teachers.	As Needed	Title IV
	<b>Data Team (KCWP 4)</b> Systems are in place to ensure that student data is collected, analyzed, and is used to drive classroom instruction.	The <b>Principal, AP and Personalized Learning Coach</b> will provide coaching and feedback on data team process in the analysis of student work in reading and writing.	All data teams will function at a high level.  Weekly data will show an increase in student proficiency.	Weekly	Title IV
		The <b>Digital Learner Team</b> will ensure usage of Lexia Core5 / Reading Plus which leads to analysis of data that impacts instruction.	DLT is sharing and analyzing adaptive learning platform reports to share with admin, teacher leadership.  Teachers' lesson plans reflect use of this data to personalize instruction.	Monthly	-0-
	<b>CBE (KCWP 2)</b> A system is in place to ensure students take responsibility for their own learning	The <b>Principal</b> will monitor the use of <i>Personalized Learning Plans</i> (PLP) for all students.	The creation and use of PLPs is monitored for academic and individual success to meet set goals.		-0-

		The <b>Counselor</b> will support schools in the structure and implementation of advisory to enhance student agency and self-regulation.	The master schedule will offer every student access to a quality advisory class.		-0-
<b>Objective 2:</b> The percentage of students at benchmark on DRA in K-2 will be 100%.	<b>Guided Reading (KCWP 2)</b> School, along with the support of district leadership, will help teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target	The <b>District Literacy Coach and Personalized Learning Coach</b> will lead in the implementation and monitoring of high yield strategies within guided reading and foundational skill instruction in grades K-2.	School guided reading implementation plans developed with coaches, DRA and MAP data at Winter and Spring.  Monitored Weekly.	Weekly	Title 1 salary for District Literacy Coach
		<b>District Literacy Coach and Personalized Learning Coach</b> will coach teachers of K-2 to implement early literacy strategies and monitor the progress of students	Coach's schedule will reflect time and focus in K-2 classrooms.		Title 1 funding Salary of District Literacy Coach
<b>Objective 3:</b> The percentage of students scoring proficient or distinguished in <b>Math</b> will be at or above 60%.	<b>Curriculum (KCWP 1)</b> Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity.	<b>Principal, AP and Personalized Learning Coach</b> will monitor the <i>alignment</i> between Math standards, learning targets, and assessment measures.	Coaches will use feedback from teacher planning and coaching sessions during monthly meetings to revise curriculum for alignment as needed.  Observations and data team discussions will show alignment.	Weekly	Title IV
		<b>Personalized Learning Coach</b> will lead teachers in purposeful planning using the SCPS Math curriculum.	Coach's documentation of purposeful planning coaching (calendar, data teams, etc)	Weekly	Title IV
		<b>Principal</b> will ensure classroom instruction aligned to the SCPS curriculum.	Teachers' instructional units will show alignment between standards and learning targets, and assessment measures	Weekly	-0-

	<b>Math Plan (KCWP 2,3)</b> Mathematical learning is monitored before, during, and after instruction.	<b>Principal and AP</b> will conduct walk-throughs to provide feedback to teachers in the implementation of the components of the Math Plan.	Teachers will use best practices in mathematics instruction and assessment to increase math proficiency.	Weekly	-0-
		<b>Personalized Learning Coach</b> will provide embedded professional learning to teachers based upon data collected in walk-throughs.	All teachers will receive personalized professional learning based upon needs.	Weekly	Title IV
	<b>Workshop (KCWP 2)</b> Workshop is the instructional delivery model in all math classrooms.	<b>Personalized Learning Coach</b> will provide coaching in Math classrooms and grade-level teams based upon individual teacher and student needs.	Coach's schedule will reflect time and focus with teachers.	Weekly/Bi-Weekly	Title IV
	<b>Data Team (KCWP 4)</b> Systems are in place to ensure that student data is collected, analyzed, and used to drive classroom instruction.	The <b>Principal, AP and Personalized Learning Coach</b> will provide coaching and feedback on data team processes in the analysis of student work in math.	All data teams will function at a high level.  Weekly data will show an increase in student proficiency.	Weekly	Title IV
		The <b>Digital Learning Team</b> will ensure usage of DreamBox which leads to analysis of data that impacts instruction.	DLT is sharing and analyzing DreamBox reports to share with admin, teacher leadership.  Teachers' lesson plans will reflect the use of this data to personalize instruction.	Monthly  Weekly	-0-
	<b>CBE (KCWP 2)</b> A system is in place to ensure students take responsibility for their own learning.	The <b>Principal</b> will monitor the use of <i>Personalized Learning Plans</i> (PLP).	The creation and use of PLPs is monitored for academic and individual success to meet set goals.	Monthly	-0-

## 2: Separate Academic Indicator

**Goal 2:** Students will advance based on mastery of Social Studies, Science and Writing competencies, *and* Separate Academic Indicator will be in top quartile according to state accountability measures.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and the necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> The percentage of students scoring proficient or distinguished in <b>Social Studies</b> will be at or above 60%.	<b>Standards (KCWP 1)</b> All Social Studies teachers are knowledgeable about the KAS Social Studies Framework.	<b>Personalized Learning Coach</b> will lead professional learning to support all Social Studies teachers in understanding the revised KAS Social Studies Framework with the shifts to inquiry based instruction.	Completed professional learning plan around the shifts of inquiry based instruction and assessment practices.		Title IV
	<b>Planning &amp; Instruction (KCWP 2)</b> (Inquiry-based) Strategies are implemented in lesson design.	<b>Personalized Learning Coach</b> will co-plan with Social Studies teachers utilizing backward design that includes inquiry-based instruction and using rigorous formative and summative assessments.	Evidence of inquiry based practices in classroom walkthroughs and conference during data team meeting.	Weekly	Title IV
<b>Objective 2:</b> The percentage of students scoring proficient or distinguished in <b>Science</b> will be at or above 40%.	<b>Curriculum (KCWP 1)</b> Science curriculum is valid - aligned to state/essential standards, components that	<b>Personalized Learning Coach</b> will continue to train teachers on new Science Curriculum.	All Science teachers will be familiar with the SCPS Science Curriculum.	As Needed	Title IV

	support the instruction and assessment, paced with accuracy.				
	<b>Planning &amp; Instruction (KCWP 2)</b> Phenomena based, 3-dimensional instruction is implemented in lesson design.	<b>Personalized Learning Coach</b> will co-plan with Science teachers utilizing backward design that includes phenomena based, 3-dimensional instruction and using rigorous formative and summative assessments.	Evidence of phenomena based, 3-dimensional instruction in classroom walkthroughs and conference during data team meeting.	As Needed	Title IV
	<b>Mastery Scales (KCWP 3)</b> Use mastery scales to evaluate achievement as related to the learning target and standards.	<b>Personalized Learning Coach</b> will coach <b>teachers</b> using Mastery Scales to design performance tasks and assess learning	Use and understanding of mastery scales will be evident in lesson plans, assessment design and data teams.	As Needed	Title IV

<b>Objective 3:</b> The percentage of students scoring proficient or distinguished in <b>Writing</b> will be at or above 60%.	<b>Curriculum (KCWP 1)</b> Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity.	<b>Personalized Learning Coach</b> will lead teachers in purposeful planning using the SCPS ELA curriculum.	Teachers' instructional units will show alignment between the standards, learning targets, and assessment measures.		Title IV	
		<b>Principal</b> will ensure <b>teachers</b> in grades 5 and 8 use the On-Demand Writing Unit in the SCPS Curriculum.	All students will experience instruction in the "test-writing genre"	Weekly	-0-	
	<b>Literacy Plan (KCWP 2,3)</b> Literacy learning is monitored before, during, and after instruction	<b>Principal and AP</b> will conduct walk-throughs to provide feedback to teachers in the implementation of the components of the Literacy Plan.	Teachers will use best practices in writing instruction and assessment to increase writing proficiency.	Weekly/Additional if Needed	-0-	
		<b>Personalized Learning Coach</b> will provide embedded professional learning to teachers based upon data collected in walk-throughs.	All teachers will receive personalized professional learning based upon needs.	As Needed		Title IV

		<b>Principal</b> will monitor extraordinary amounts of non-fiction writing in all content areas.	Teachers in all content areas will integrate writing into daily workshops.	Weekly/Additional if Needed	-0-
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### 3: Gap

**Goal 3:** All identified gap groups will score above the state average according to all state accountability measures.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1:</b> The percentage of students with <i>disabilities</i> scoring proficient or distinguished in combined Reading and Math, Writing, Science and Social Studies will be <i>reduced</i>: <i>*Using district data.</i> <b>Reading</b> ES 49.5% to 37% MS 58% to 41%</p>	<p><b>Proficiency Focus (KCWP 3, 4)</b> School leadership ensure teachers use data to determine students' needs.</p> <p><b>Novice Reduction (KCWP 2, 3, 5)</b> Monitoring systems are in place to ensure implementation of evidence-based strategies.</p>	<p>The <b>Principal, AP and Personalized Learning Coach</b> will provide coaching and feedback on data team process in the analysis of student work to identify the needs of individual students.</p>	<p>Teachers will use evidence based practices to increase learning proficiency.</p>	<p>Weekly</p>	<p>Title IV</p> <p>-0-</p>

<p><b>Math:</b> ES 50.5% to 37% MS 45.7% to 30%</p> <p><b>Writing:</b> ES 62.9% to 46.2% MS 60.3 % to 41.9%</p> <p><b>Science:</b> ES 43.4% to 33.1% MS 34.8% to 27.85%</p> <p><b>Social Studies:</b> ES 35.5% to 25.8% MS 50.8% to 32.15%</p>	<p><b>Data Team (KCWP 4)</b> Systems are in place to ensure that student data is collected, analyzed, and used to drive classroom instruction.</p>	<p>The <b>Principal, AP and Personalized Learning Coach</b> will provide coaching and feedback on data team process in the analysis of student work.</p>	<p>All data teams will function at a high level.</p> <p>Weekly data will show an increase in student proficiency.</p>	<p>Weekly</p>	<p>-0-</p>
<p><b>Objective 2:</b> The percentage of <i>EL+ monitoring</i> students scoring proficient or distinguished will be:</p> <p><b>Reading</b> 60%</p> <p><b>Math</b> 60%</p>	<p><b>Culturally Responsive Teaching (KCWP 6)</b> School leadership ensures that classrooms are culturally responsive to student needs.</p>	<p><b>Principal, AP and Personalized Learning Coach</b> will plan professional development for teachers in the use of strategies for ELL students.</p>	<p>Insure that staff attend district monthly trainings for certified and classified ELL staff.</p>	<p>Monthly</p>	<p>Title VI</p>
	<p><b>Learning Targets, Language objectives and Success Criteria (KCWP 1)</b> Teachers create clear and precise learning targets and language objectives, and students co-create success criteria.</p>	<p><b>Principal and AP</b> will conduct learning walks to ensure that language objectives including reading, writing, speaking or listening skills are being utilized. The objectives will include sentence frames and visual clues.</p>	<p>Evidence of language objective practices in classroom walkthroughs and conference during data team meeting.</p>	<p>Weekly</p>	<p>-0-</p>
	<p><b>Design and Deliver Instruction (KCWP 2)</b> Teachers design lessons with students' cultural, social, and developmental needs in mind.</p>	<p><b>Principal, AP and Personalized Learning Coach</b> will plan professional development for teachers who need support in designing lessons that demonstrate an understanding of CRT.</p>	<p>Evidence of CRT in daily lesson plans and classroom walkthroughs</p>	<p>Weekly</p>	<p>-0-</p>



	<b>Progress Monitoring (KCWP 3)</b> Analyze language proficiency formative data in order to identify priorities and implement actionable steps that impact instruction/student and learning	<b>Principal, Counselor, and EL certified and classified</b> will support certified staff in monitoring the progress of EL and Monitored students.	All ELL students will have monthly progress monitoring.	Monthly	-0-
<b>Objective 3:</b> The percentage of African American students scoring proficient or distinguished will be: <u>Reading</u> 60% <u>Math</u> 60%	<b>Culturally Responsive Teaching (KCWP 6)</b> Teachers design lessons with students' cultural, social, and developmental needs in mind.	<b>Principal, AP and Personalized Learning Coach</b> will plan professional development for teachers who need support in designing lessons that demonstrate an understanding of CRT.	Evidence of CRT in daily lesson plans and classroom walkthroughs	Weekly	-0-
<b>Objective 4:</b> The percentage of <b>Free/Reduced</b> students scoring proficient or distinguished will increase: <u>Reading</u> 60% <u>Math</u> 60%	Community Outreach (KCWP 6) Processes are in place to communicate with parents/guardians/community members in order to address barriers to learning.	MCMS <b>Family Resource Center Coordinator, Counselor, Teachers and Personalized Learning Coach</b> will have parent academies in school and assigned neighborhoods to empower parents, grandparents and stakeholders in supporting the academic needs of students.	Will use survey administered by FRYSC and Counselors to plan sessions	At least 2 parent academies completed between January and May 2020.	\$1500 Supplies (Title I) Teacher Stipends (ESS)
	<b>Culturally Responsive Teaching (KCWP 6)</b> Teachers design lessons with students' cultural, social, and developmental needs in mind.	<b>Principal, AP and Personalized Learning Coach</b> will plan professional development for teachers who need support in designing lessons that demonstrate an understanding of CRT.	Evidence of CRT in daily lesson plans and classroom walkthroughs	Weekly	-0-

## 5: Growth

**Goal 5:** Students will advance based on mastery of Reading and Writing competencies, *and* Growth scores will be in top quartile according to state accountability measures.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
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Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> The growth index for <b>reading</b> will be 60 or above.	<b>Measures of Academic Progress (MAP) (KCWP3,5)</b> Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	<b>Personalized Learning Coach</b> will coach teachers in the use of MAP's <i>Student Profile</i> and <i>Learning Continuum</i> to inform personalization and differentiation in reading.	All students will have PLPs including data from MAP diagnostic tools.	As Needed	Title IV
	<b>Data Team (KCWP 4)</b> Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	<b>Data teams</b> process to analyze student work to inform high effect strategies in reading for differentiation for each performance group.	All data teams will function at a high level.  Weekly data will show an increase in student proficiency.	Weekly	-0-
	<b>RTI (KCWP 5)</b> Processes are in place to ensure appropriate academic interventions are taking place	<b>School RTI Coordinator</b> will meet with teachers monthly to develop reading intervention plans and to analyze data.	Identified students will have reading intervention plans.	Monthly	-0-

	to meet the needs of all students.	<b>Personalized Learning Coach</b> will provide training and support in use of research-based reading intervention strategies for struggling readers.	All teachers will receive training and support through strategy bank and monthly meetings.	As Needed	-0-
	<b>Adaptive Learning Systems (KCWP 5)</b> Programs are implemented in classrooms/schools and measured for effectiveness on student achievement.	<b>DLT Team and Elementary Teachers</b> will facilitate use of <i>Lexia</i> with all students according to SCPS definition of fidelity.	Principal and DLT will share system reports and progress with all elementary teachers	Monthly	\$7,500 Lexia (Title 1)
		<b>DLT Team and Middle School Teachers</b> will facilitate use of <i>Reading Plus</i> with all students according to SCPS definition of fidelity.	Principal and DLT will share system reports and progress with all elementary teachers	Monthly	-0-
	<b>Competency-Based Education (CBE) (KCWP 2)</b> A system is in place to ensure students take responsibility for their own learning.	The <b>Principal, Counselor, and Personalized Learning Coach</b> will enforce adopted school policy for advisory structures to support personalized learning.	The creation and use of PLPs is monitored for academic and individual success to meet set goals.	Monthly	-0-
<b>Objective 2:</b> The growth index for <b>math</b> will be 60 or above.	<b>Measures of Academic Progress (MAP) (KCWP3,5)</b> Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	<b>Personalized Learning Coach</b> will coach teachers in the use of MAP's <i>Student Profile</i> and <i>Learning Continuum</i> to inform personalization and differentiation in math.	All students will have PLPs including data from MAP diagnostic tools.	As Needed	Title IV
	<b>Data Team (KCWP 4)</b> Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	<b>School data teams</b> will use data team process to analyze student work to inform high effect strategies in math for differentiation for each performance group.	All data teams will function at a high level.  Weekly data will show an increase in student proficiency.	Weekly	-0-
	<b>RTI (KCWP 5)</b> Processes are in place to ensure appropriate academic	<b>Principal, District RTI Coordinator, School Interventionist, and Personalized</b>	Identified students will have math intervention plans.	Monthly	-0-

	interventions are taking place to meet the needs of all students.	<b>Learning Coach</b> will meet with teachers monthly to develop reading intervention plans and to analyze data.			
		<b>Personalized Learning Coach</b> will provide training and support in the use of research-based math intervention strategies for struggling math students.	All teachers will receive training and support through strategy bank and conferring sessions.	As Needed	Title IV
	<b><u>Adaptive Learning Systems (KCWP 5)</u></b> Programs are implemented in classrooms and measured for effectiveness on student achievement.	<b>DLT Team and MCMS teachers</b> will facilitate use of <i>Dreambox</i> with all students according to SCPS definition of fidelity.	Principal and DLT will share system reports and progress with all elementary teachers	Monthly	-0-
	<b><u>Competency-Based Education (CBE) (KCWP 2)</u></b> A system is in place to ensure students take responsibility for their own learning.	The <b>Principal, Counselor, and Personalized Learning Coach</b> will enforce adopted school policy for advisory structures to support personalized learning.	The creation and use of PLPs is monitored for academic and individual success to meet set goals.	Monthly	-0-